






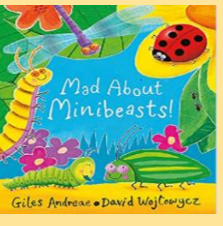


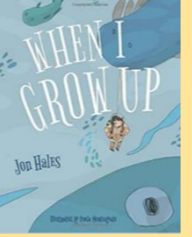
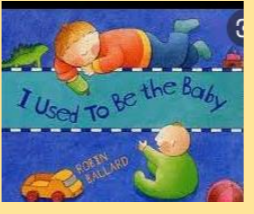
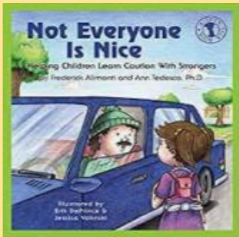

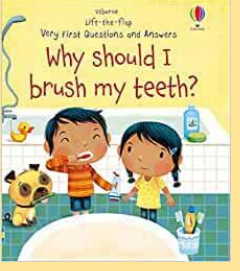
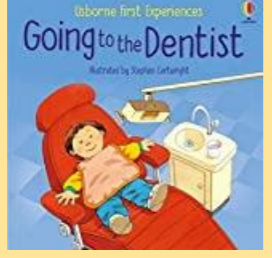
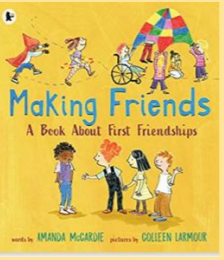


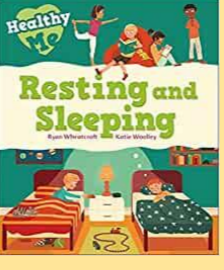
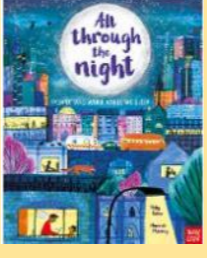

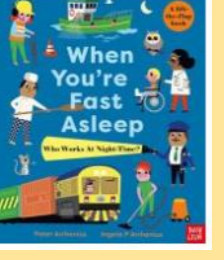
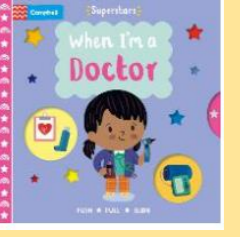
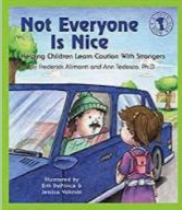
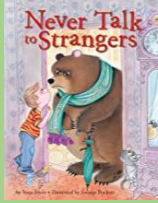


Spring 2

		Growing Up	Spring	Keeping Healthy	Friendship	Easter	People Who Help Us.			
Possible Themes & Interests (based on interests the children have had in past years)										
Suggested Texts	Books following possible themes									
										
Spring 2 Literacy Texts	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> + Daily songs, nursery rhymes and school/class songs. Poetry Basket </div>									

Child led interests covered during the half term:

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Best fit assessment		
			On track	not on track	extra focus assessment needed
Communication and Language	<p>Listening: Understand why listening is important.</p> <p>Attention: Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.</p> <p>Respond: Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Understanding: Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition (T4W)</p> <p>Speaking: Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences. Retell/create own stories for teacher scribing. Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'. Use talk to help work out problems and organise thinking and activities.</p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>			
Personal, Social and Emotional Development	<p>Jigsaw Theme – Dreams and Goals Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> <p>JIGSAW: HEALTHY ME Key Vocabulary: Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, wash, clean, stranger, scare</p> <p>Can explain right from wrong and try to behave accordingly. <i>Manage their own needs.</i> Can identify kindness. Seek others to share activities and experiences.</p> <p>Week 1-Have made a healthy choice: Everybody's Body. Week2 – Have eaten a healthy, balanced diet: We like to move it, move it! Week 3- Have I been physically active: Food Glorious Food Week4 – Have tried to keep themselves and others safe: Sweet Dreams. Week 5 –Know how to be a good friend and enjoy healthy friendships: Keeping Clean Week 6 - Know how to keep calm and deal with difficult situations: Stranger Danger</p> <p>Books used</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>			

<p>Religious Education</p>	<p>F4 What times are special and why? Give examples of special occasions that they and others have experienced and suggest features of a good celebration.</p> <ul style="list-style-type: none"> • Say why Sukkot is a special time for Jewish people. • Say why Diwali is a special time for Hindus. • Recall a simple story connected with Diwali. • Say why Christmas is a special time for Christians. • Recall a simple story connected with Christmas. • Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival. • Recall simple stories connected with festivals. • Say why festivals are special times for members of faith communities <p>Vocabulary: Festivals, Jewish, Hindus, Diwali, Christians, celebrations, festivals, faith, communities</p>				
<p>Physical Development</p>	<p>Jasmine PE Module: Unit 4 Week 19-24 Co-ordination and Ball skills Counter balance with a partner</p> <hr/> <p>Creative: Can I explore and describe different movements? Can I observe and copy others?</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian, stranger danger link to PSHE.</p> <p>Coordination: Ball Skills Counter Balance: With a Partner</p> <p>Key Vocabulary: Forwards Backwards Sideways Bench Mat Table Roll Long Slow On Off Stretched Curled Tuck Body parts Tall Small Shape Hold Still Jump Hop Bounce Travel Copy</p> <p>Athletics Walk Jog Throw Target Jump Run Hop Skip Fast Pass In pairs</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p> <p>Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p>			

Specific Areas

<p>Literacy</p>	<p>COMPREHENSION COMPREHENSION Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books</p>	<p>Daily questioning to develop comprehension skills. Guided reading introduced alongside 1:1 reading</p>			
------------------------	---	---	--	--	--

	<p>Innovate a well-known story with support.</p> <p>WORD READING Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>WRITING Emergent writing: Build words using letter sounds in writing. Composition: Use talk to organise describe events and experiences. Begin to write a simple sentence with support. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. Helicopter stories progression: More phonetically correct words are written by child along with common words, e.g., ‘the’ and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words. Opportunities to demonstrate writing skills – Story maps, labels and captions for life cycles, lists.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p>Handwriting - Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly.</p>									
<p>Phonics</p> <p>This differs from long term plan slightly as children moved onto Level 2 earlier that was expected at start of the year.</p>	<p>Phases 3 and 4 Level 3 (Weeks 10-12) Focus: Triagraphs and consonant diagraphs, Letter sound and Vowel Diagraphs, Practise all level 3 GPC’s. Reading tricky words: was, my, we, they Spelling tricky words: the, to, no, go, l. Revise all Level 3 GPCs. Practise letter names. Practise blending for reading. Practise segmenting for spelling. Practise reading the tricky words. Practise reading two-syllable words. Practise writing captions and sentences.</p> <p>Level 4 (Week 1-3) Focus: CVCC words and Adjacent Consonants. Reading words: said, so, have, like, come, some, were, there, little and one. Writing words: he, she, me, we, be, was, you, they, are, all.</p> <p>Revise previously taught GPCs. Teach and practise reading and spelling CVCC words. Practise reading sentences. Practise writing sentences. Teach and practise reading and spelling words containing adjacent consonants including CVCC, CCVC and CCVCC words.</p>	<p>Continue to revisit all taught sounds daily and practice sound discrimination.</p> <p>Those not on track have precision phonics intervention and Level 1 interventions.</p>									
<p>Mathematics</p>	<div data-bbox="397 1524 635 1717" data-label="Image"> </div> <div data-bbox="694 1524 884 1717" data-label="Image"> </div> <div data-bbox="943 1524 1121 1717" data-label="Image"> </div> <div data-bbox="1169 1524 1377 1717" data-label="Image"> </div> <table border="1" data-bbox="368 1730 1765 1925"> <tr> <th data-bbox="368 1730 1062 1766">Coverage</th> <th data-bbox="1062 1730 1765 1766">Guidance</th> </tr> <tr> <td data-bbox="368 1766 1062 1835">Building 9 and 10</td> <td data-bbox="1062 1766 1765 1835">Represent in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame.</td> </tr> <tr> <td data-bbox="368 1835 1062 1925">Comparing numbers to 10</td> <td data-bbox="1062 1835 1765 1925">Make comparisons by lining up items with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Begin by</td> </tr> </table>	Coverage	Guidance	Building 9 and 10	Represent in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame.	Comparing numbers to 10	Make comparisons by lining up items with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Begin by	<p>Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing & ordering</p>			
Coverage	Guidance										
Building 9 and 10	Represent in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame.										
Comparing numbers to 10	Make comparisons by lining up items with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Begin by										

		comparing 2 quantities and progress to ordering 3 or more quantities.				
	Bonds to 10	Explore using real objects in different contexts. Other manipulatives such as fingers, bead strings and number shapes are useful				
	3D shapes	Build and create using a variety of 3D shapes. Which stack, roll and why. Sort according to what they notice.				
	Pattern	Build on AB by introducing ABB, AAB, AABB, AABBB. Important each pattern has at least three full units of repeat. The more units of repeat, the easier to identify and continue. Encourage to say pattern aloud. Create around the edges of shapes as well as in a straight line.				
<p>Understanding the World</p>	<p>Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Enquiry: Describe images of familiar situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories. Identify features of growth and change.</p> <p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events (Easter)</p> <p>Mapping: Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps.</p>  <p>Enquiry: Comment and ask questions about their immediate environment. Find out more about life cycles. Identify key features of a life cycle of a plant and animal, explain what plants need.</p>		<p>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p> <p>Explore the natural world around them by taking part in weekly forest school inspired ‘Nature School’ sessions and making observations and drawing pictures of animals and plants.</p>			
<p>Expressive Arts and Design</p>	<p>Create collaboratively sharing ideas, resources, and skills Combining different media and skills. Exploration of natural resources for art - Rubbings of leaves and plants.</p> <p>Natural artist study – Andy Goldsworthy. Spring Artist Study: Eric Carle</p>   <p>Charanga Songs: Old Macdonald The Wheels on The Bus Incy Wincy Spider The Hokey Cokey Baa, Baa Black Sheep Row, Row, Row Your Boat</p>		<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>			

